



Redbridge High School Anti Bullying Policy

Introduction

This policy reflects the values and philosophy of Redbridge High School in relation to Bullying, and should be read alongside the behaviour management and equal opportunities policy.

Bullying is a social problem that can be found in many walks of life. The role of the Headteacher and Senior Management Team is to ensure that, as far as is reasonably practicable structures and procedures are in the behaviour management policy which prevents bullying and actively promote an ethos that allows pupils to grow in confidence and to respect others.

Redbridge High School defines bullying as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. The aggression results in pain or distress.'

In schools bullying can occur:

- between pupils
- between staff
- by staff to pupils
- by pupils to staff

It is the responsibility of the whole school community to create an ethos of support and care for each other which will ultimately eradicate incidents of bullying.

Forms of bullying may be defined under the following headings:

Physical Kicking, biting, pushing, hitting, tripping, spitting, possessions taken, hidden or destroyed.

Verbal Sarcasm, name calling, rumours, nasty teasing, threats

Emotional Excluding a pupil from joining in an activity, nasty looks and gestures, racist remarks/taunts

Sexual Comments of an unwelcome sexual nature

Homophobic Fear of and hostility towards homosexuals or homosexuality. Homophobia is often expressed visibly, audibly and Sometimes violently

Racist Treating others in a negative manner based on their ethnic origin or religious beliefs expressed in any form eg gestures, taunts

Cyberbullying The use of ICT, particularly mobile phones and the Internet deliberately to upset someone else e.g. threats, insults,

designed to cause distress and harm

Sexist

Bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender

Transphobic bullying

'Transgender' is a term that describes people sense of their Gender or gender identity is seen as being different to typical gender norms.

Bullying is prevented and addressed in a healthy school.

What differentiates between bullying, teasing and 'play fighting'?

Gentle teasing can be a sign of affection; if however the recipient has made it clear that they do not like it, it is consistently sarcastic and the teaser has ignored the request to stop then this should now be viewed as bullying behaviour.

Play fighting implies a level of physical rough and tumble which is a normal part of everyday play. However, 'horseplay' in which a pupil does not want to be involved should be more a matter of concern. 'Horseplay' which ends in injury and where there was a lack of consent at the beginning of play is now a bullying problem. Horseplay which ends in injury but where there was agreement does not constitute bullying eg

Play fighting

Attacks/bullying

Pupils are smiling/laughing

pupils frown/look unhappy

Pupils make mock blows which do not connect or only softly

pupils try to move away from aggressor

pupils take it in turns in being on top, or chasing

pupils do not take turns, aggressor remains dominant

Who is vulnerable to bullying?

Although any child can be bullied there are certain risk factors which can make some pupils more vulnerable. Pupils who appear slightly different from their peers may be targets, this may include pupil who:

- wear glasses, hearing aids, teeth braces
- are smaller, fatter or thinner than their peers
- have stereotypical behaviours eg hand flapping, rocking
- are shy
- lack friends in school
- have poorly developed communication skills

The school playground has several alcoves which are difficult to see from a single standpoint. It is therefore school policy that staff on playground duty work as a team and patrol the playground in addition to getting out play equipment and having a collective responsibility for the behaviour of all the pupils not just their own class.

Staff should instigate and encourage the development of games as many pupils in the school have poor interaction skills and need to be taught how to use equipment constructively.

THIS POLICY APPLIES TO

This policy applies to all adults and young people within the school. The policy addresses;

Child to child, adult to child, child to adult and adult to adult bullying behaviour. For bullying involving adults, see the Bullying & Harassment Policy.

All adults within the school have a responsibility to act under the duty of care and ensure adherence to this policy.

STATEMENT OF PURPOSE OF POLICY

To ensure that everyone associated with Redbridge High School, parents, children, Governors and staff understand what bullying is.

To ensure that strategies are in place to prevent bullying.

To ensure that procedures are in place to quickly and effectively respond to incidents.

This policy pays due regard to the need to eliminate unlawful discrimination, including racial, sexist, homophobic or disability discrimination.

To implement the targets of 'Every Child Matters'.

Aims

- ✓ create a positive school ethos where pupils and staff value and support each other, increase their self-esteem and actively promote teamwork
- ✓ create a school ethos of actively celebrating difference and diversity
- ✓ ensure that pupils standards of behaviour is good and school rules are clear and understood by everyone
- ✓ promote self responsibility and a regard for the rights and feelings of others
- ✓ to celebrate good behaviour and actively prevent bullying of any kind
- ✓ pupils accept that
- ✓ place a high regard for each pupil as an individual
- ✓ provide opportunities for pupils and staff to discuss emotional issues and the consequences of behaviour throughout the curriculum via role play/drama, PSHE curriculum
- ✓ all staff to reward good behaviour at every opportunity and to recognise anxiety related behaviours which may indicate mental distress.

We will achieve these aims by:

- ✓ Ensuring that everyone associated with Redbridge High School, parents, children, Governors and staff understand what bullying is.
- ✓ To ensure that strategies are in place to prevent bullying.
- ✓ Providing topics in the PSHE/RE schemes of work which promotes positivity in terms of colour, origin and gender.
- ✓ To ensure that procedures are in place to quickly and effectively respond to incidents
- ✓ Staff modelling and promoting the school philosophy of treating each other with dignity and respect
- ✓ Planning pupil activities throughout the curriculum that encourage teamwork
- ✓ Planning frequent opportunities throughout the day to reward good behaviour descriptively eg 'good listening', 'clear speaking', and to use methods which are developmentally appropriate for individuals or groups eg star charts, stickers, certificates, concrete personalised rewards etc
- ✓ Planning opportunities for pupils to establish friendship groups outside their own class throughout the curriculum: eg sporting events, after school clubs, residential holidays etc
- ✓ recognising and rewarding good behaviour in assembly each week with the 'student of the week' award
- ✓ encouraging pupils to be confident to comment on each other's behaviour
- ✓ provide staff training on recognising emotional distress and providing personalised responses to assist pupils in partnership with parents and other agencies
- ✓ offering opportunities for pupils to assist each other as equals eg pupils assisting their friends who are wheelchair users within school via the 'Friendship Scheme'
- ✓ fostering positive interaction and consideration for others throughout the curriculum eg PSHE, R.E, English, anti- bullying awareness week activities

The school will not tolerate bullying of any kind and will actively seek to create a supportive environment in which all staff, pupils and parents feel confident that should any incidents of premeditated bullying occur then the school will take appropriate action.

It is recognised that many of our pupils will not realise that they are being bullied or will be unable to verbalise their concerns. It is therefore essential that staff are observant regarding changes in behaviour patterns and are vigilant for signs of bullying.

Changes in behaviour may include some of the following:

- ✓ unwillingness to come to school
- ✓ parents reporting changes in their child's sleeping/eating patterns withdrawn isolated behaviours
- ✓ behaviour changes in school which are uncharacteristic for that pupil eg non co-operation, becoming withdrawn
- ✓ unwillingness to be near some of their peers in class activities
- ✓ physical symptoms eg shaking, moving away, refusing to look at their peers

- ✓ crying easily, wanting to stay close to adults at breaktimes

REPORTING BULLYING

The school aims to create an atmosphere where pupils feel safe to discuss concerns and where all pupils are confident to report any incidents they may witness.

Pupils can report any problem to any member of staff and are frequently encouraged to do so.

Pupils witnessing others being bullied are encouraged and praised for reporting it to an adult.

When bullying is reported appropriate action will be taken immediately by the class teacher or senior staff.

If staff have any concerns for themselves or others they should report it immediately to the Headteacher or senior staff.

Bullying can only be eradicated if it is apparent.

If parents have any concerns they should contact the Headteacher as soon as possible.

How to respond to bullying incidents

PROCEDURES FOR DEALING WITH INCIDENTS

- ✓ The Headteacher is the designated member of staff with overall responsibility for antibullying.
- ✓ Concerns about bullying should be notified to the Headteacher verbally.
- ✓ The member of staff should follow this up with a written incident report which should be dated and signed.
- ✓ The Headteacher will follow up each incident and decide on relevant action.

PROCEDURES FOR RECORDING BULLYING BEHAVIOUR

- ✓ All reported incidents will be recorded using the Bullying proforma [Appendix 1] and handed to the Headteacher
- ✓ All complaints with regard to bullying behaviour will be acknowledged and investigated immediately **including incidents occurring outside the school environment but reported to the school.**
- ✓ Information will be shared with staff as necessary to support pupils.
- ✓ Other agencies may be involved if appropriate with the consent of the child and parents.
- ✓ **Stop the incident** if seen and remove the aggressor from the situation
- ✓ If the victim is hurt **seek medical attention**
- ✓ **Listen** to both sides of the story but speak to the involved parties separately
- ✓ **Reassure** the victim that they will be protected and that action will be taken

- ✓ **Decide on an appropriate course of action** this will vary according to the developmental level of the pupils involved and may range from an apology, sanction, a problem solving method with less emphasis on punishment or a circle time discussion. Pupils who witness incidents can, if appropriate be involved in circle time feedback if this method is used.
- ✓ Whatever approach is used it is important that pupils who have bullied are encouraged to empathise with their victim and that approaches are used consistently. If the incident involves squabbling amongst friends or minor incidents then sitting down with both parties to air grievances may be enough. A 'problem solving' approach could be used where the teacher uses open questions, ensures each pupil involved has an opportunity to talk/communicate and keeps the focus on finding a solution to the problem. A follow up meeting can determine whether the issue is resolved.
- ✓ **Documentation** Make sure the incident has been reported using the Bullying Report Proforma [Appendix 1].
- ✓ **Inform parents** if appropriate – minor single incidents will be dealt with in school by the class teacher. Where repeated or serious incidents occur the Headteacher or senior staff will inform the parents of the bully and those being bullied and a meeting to eradicate the bullying behaviour called. An agreed action plan must be agreed, implemented and monitored to everyone's satisfaction.

What if a pupil tells a staff member that they are being bullied?

- ✓ **Listen** to their story and take their concern seriously
- ✓ **Praise them** for telling you
- ✓ **No secrets** Make it clear from the beginning that you cannot keep what they have told you secret – that you will have to respond
- ✓ **Talk to the accused pupil** if there is more than one pupil, speak to them separately and quickly so they cannot make a story together.
- ✓ **Decide on the course of action to be taken**
- ✓ **Document the incident**
- ✓ **Encourage pupils to tell a staff member about bullying happening to another pupil**

The school will:

- ✓ Take all issues relating to bullying seriously for pupils and staff
- ✓ Will ensure that all incidents or accusations of bullying are thoroughly investigated where possible to the satisfaction of all parties
- ✓ Keep written accounts of such investigations regarding interviews, observations and outcomes
- ✓ Where pupils are involved, then all staff will be informed in order that the problem is understood and shared
- ✓ Keep parents informed of investigations and outcomes

- ✓ Ensure that action is taken to prevent further incidents. Such action may include:
 - the use of sanctions
 - informing parents of the bully and bullied
 - providing appropriate training for staff
 - additional work in class with pupils on appropriate actions to alert staff if the investigation had highlighted a need
 -

Complaints Procedure

It is recognised that from time to time a parent or other professional may have concerns that a child in school is being bullied, and feel that procedures designed to resolve the issue have not been successful or satisfactory.

Whether the complaint is by telephone, email, letter or verbally, the complainant will be directed to the school's complaints procedures available on the school website or directly from the school. The school will always endeavour to resolve issues as quickly as possible.

References

Preventing and tackling bullying March 2014
Supporting Children and young people who are bullied: advice for schools
March 2014
Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying.
Department for children, schools and families 2009

Agencies who can help

www.anti-bullyingalliance.org

www.childline.org.uk [0800 1111]

Kidscape.org.uk
02077303300 [Bullying Counsellor available]

Education Action Challenging Homophobia [EACH]
080810000143 www.eachaction.org.uk

NSPCC
0800 800500 www.nspc.org.uk/fullstop/education

Family lives [parentline plus]
www.familylives.org.uk
08088002222

Think you know. Resources provided by the Child Exploitation and Online Protection [CEOP] for children and young people, carers and teachers

Review

In order to ensure effectiveness, the anti- bullying policy will be monitored and reviewed annually.

Review date April 2019.

APPENDIX 1

PROFORMA FOR RECORDING BULLYING RACIST INCIDENTS

DATE:	NAME OF PERSON MAKING THE REPORT:
	SIGNED:

PUPIL DETAILS NAME: D.O.B: ADDRESS: PARENTS/CARERS DETAILS:
--

DATES TIMES	WHAT HAPPENED?
------------------------	-----------------------

DATES TIMES	WHAT ACTIONS HAVE YOU TAKEN?
------------------------	-------------------------------------

OUTCOME/FURTHER ACTION
